



Jurnal Pendidikan Dasar Indonesia
 Volume 3 Number 1 March 2018. Page 26-35
 p-ISSN: 2477-5940 e-ISSN: 2477-8435



Jurnal Pendidikan Dasar Indonesia is licensed under
 A [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

THE INTERNALIZATION OF VALUE IN THEMATIC LEARNING SCIENTIFIC NUANCES BY PRIMARY TEACHER EDUCATION

Tahmid Sabri

Universitas Tanjungpura, Pontianak, Indonesia
 E-mail: tahmidsabripgsd@gmail.com

Abstract. Internalizing the value of character in primary school children is fundamental, but the reality in school teachers is still difficult to do because of the inappropriateness of the approach used. The solution needs to be addressed by a scientific approach so that this study is expected to describe the design of learning to its implementation. This research uses the method of description through class action done by students peer teaching fellow colleagues. The findings show that the design of value internalization in scientific learning can be done well by the students from the mapping of themed concepts and sub-themes to the determination of KI, KD, Indicator, objective formulation, activities, and integrated evaluation of attitudes, skills, and knowledge in an integrated manner. Similarly, the well-packed implementation of the initial activity, the core activities to the final activity, it looks the scientific nuances that deliver the internalization of values on the participants of learning that will personally on themselves as individuals who are pious, noble, intelligent, skilled, creative, discipline, independence, responsibility and democratic. This achievement cannot be separated from the various obstacles experienced by students but can be overcome, so as not to reduce the acquisition of expected learning outcomes. The results of this study are expected to be used as a basic capital for the development of thematic learning either for the needs of students who are teaching in elementary school or for the development of integrated therapeutic learning in elementary school.

Keywords: Value Internalization; Thematic Learning; Scientific Approach

I. INTRODUCTION

In the Law Number 20 Year 2003 National Education System, contained in the national education objectives that national education can develop the potential of learners to be a human being who believes and cautious to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Knowledge, attitudes, and skills must be embedded or internalized in the child in an integrated manner with each other.

Viewed from the implementation of KTSP that has been going on in elementary school, teachers tend to prioritize the development of cognitive aspects of intelligence and skills, less attention to other aspects such as affective and psychomotor. If analyzed further in the KTSP itself, it is not clear the proposed application of the three domains are integrated and integrated (cognitive, affective and psychomotor), maybe this is what makes the

opportunity for teachers always prefer the cognitive aspects of other aspects, even if in fact it has been described in the purpose of National Education (Law No.20 of 2003 on National Education). On that basis KTSP needs to be further refined into Curriculum 2013, cognitive, affective and psychomotor aspects must be blended in one unity between one aspect with another delivered through integrated thematic learning.

This 2013 curriculum in its implementation uses a scientific approach consisting of observation, questioning, reasoning, trying and communicating. Scientific approach is a scientific approach that can increase students' activities in learning, physical activity, mental activity or emotional activity. Scientifically students are encouraged to be more active, attentive, diligent, serious, responsible, disciplined, tolerant, creative and independent and sincere in action. Teachers' efforts to improve the quality of education are enormous, as teachers are at the forefront of the learning process at school, and

directly involved in the teaching and learning process. For that knowledge, attitudes, and skills of teachers in managing the teaching-learning process becomes a factor supporting the success of students in learning toward the achievement of optimal learning objectives, cognitive, affective and psychomotor are conditioned in integrity.

Thematic is a learning approach that incorporates several concepts from some basic competencies (KD) a number of subjects that focus on an interesting central theme. Through thematic, student activities, student creativity, collaboration in learning, independence, self-confidence and student responsibilities can be greatly forged. Teachers are given flexibility in managing the learning process, such as the determination of time allocation, selection of media, sources, and the determination of the use of approaches and methods of learning. Teachers are authorized to manage the order of the lesson material. Teachers are required to be creative and able to deliver learning in a more meaningful, interesting, and fun way to remember their duty as a classroom teacher. Teachers need to apply thematic science-themed learning. Moreover, the curriculum of 2013, where the thematic lesson is applied not only in low grade (class I, II & III / KTSP 2006) but up to high grade (Class IV, V & VI / Curriculum 2013). In the 2013 curriculum, three important things are developed: 1) attitude; 2) skill; and 3) knowledge.

Teachers should consider the characteristics of students when going to implement the learning in elementary. Student development is entirely interrelated, in which the child (student) sees the real world holistically (whole). Therefore, in order to achieve the optimal goal, teachers should present a holistic, not separated from one lesson to another according to the demands of the applicable curriculum. Subject materials received by students should not be fragmented. The various concepts given should be related to each other, so that students obtain meaningful, holistic, whole and integrated learning outcomes (Fogarty, 1991: 71). Through thematic learning, the principles of child development can be optimally developed. In addition, this model makes it possible to present interesting lessons, encourage teachers to be more creative and provide opportunities for students to build knowledge in a whole and meaningful. In addition, there are other factors that support the implementation of integrated learning of thematic model in elementary school, that is, the development of elementary school children is holistic, integrated, and interconnected between developments with each other, physical development cannot be separated from mental and social development.

These developments, combined with experience, life, and environment (Kartadinata, 1997: 18). Similarly, in a lesson, that the learning process of children cannot be emphasized in one aspect only,

but must involve other aspects, such as cognitive aspects, psychomotor, social aspects and some other aspects so that children's learning outcomes can be achieved intact and meaningful.

In the implementation of learning in elementary school, teachers should consider the tendencies that are being experienced by children such as: moving from the concrete to the abstract, looking at something learned as a whole, integrated and manipulative that is the process of tinkering with concrete objects with his own hands while building a meaningful scheme in the treasury of his knowledge (Srini, 1997: 36). However, the practice of learning in elementary schools that occurred during this time still shows the gap with the above expectations, such as 1). The occurrence of rigorous subject-learning, especially in the high classes; 2). Learning only emphasizes the mastery of concepts regardless of other realms, and 3). The evaluation system is oriented to testing by emphasizing the reproduction of information. It is possible to recall the current curriculum, in which GBPP is a strictly separated field of study and does not develop any conceptual linkage inter-field, resulting in less meaningful learning for students. Teachers tend to pursue targets, giving priority to cognitive aspects of less attention to aspects of attitude.

As a result of that saturated students learn, because it is crammed with knowledge without psychological considerations. Students learn because they are forced, not because of the consciousness, and more than that, student behavior becomes naughty and delinquent. On this basis, it should be anticipated as early as possible. In addition to teachers must be developed value aspect in order to be born the generations of the nation that is reliable, creative, independent, responsible, intelligent, skilled and noble. With regard to the classification of subjects in an ongoing lesson, it is not possible to link the concepts in each subject through integrated learning, given the limited time in addition to the lack of knowledge and skills possessed by the teacher on integrated learning, more thematic learning. Even if the teacher may still relate the concept to one another, even then only in passing, as in the subjects of Religion, and KDP. In other words, the lessons that are delivered are integrated, but not programmed in a planned way. While on other subjects rarely occur interrelated between concepts with each other what else based on value. Therefore the thematic teaching of scientific nuance needs to be done and developed in SD through research of class action. This research is conducted to serve as guidance, direction and stock for teachers, especially for PGSD students who will practice teaching in elementary school, especially thematic lesson according to Curriculum 2013.

Asy'ari research results (1997: 74), suggest a). Further research is needed on blend learning for

other central themes in different classes and schools. b). In order for integrated learning to be used as a variation of learning in elementary school, it is necessary to socialize/dissemminate the elementary school teachers through follow-up research or other activities. The result of Tahmid's research (2013: 226), the internalization of values in students needs to be invested through value-based learning. With so diverse values will be personal in students, such as discipline, diligence, responsibility, confident and independent. Apart from the value of tauhidiah also need to be implanted through ubudiyah habituation, such as: devoted to the master person, good manners, prayers, reading Al-Qur'an dhikr, reading sholawat and doing other good deeds. This makes the students aware, enterprising, diligent, creative and independent so that students can gain optimal learning outcomes. Therefore, the calm that is based on the eternal to the divine values is the key to the success of students in learning (Tahmid, 2011: 40).

The experts also suggested that the need for integrated learning be applied in SDs in Indonesia, but the realities in the field have not been well realized (Poedjiadi in Asy'ari, 1997: 5), especially the thematic models, on the grounds of a relatively tight curriculum, which is rigid as well as the knowledge, understanding, and skills of teachers on integrated learning is still lacking (Joni, 1997: 10).

Based on some of the above, the researcher is interested to learn more through classroom action research about how PGSD students apply thematic learning in Class I, II, III, V, VI SD (Curriculum 2013) seen from the making of the learning design section and the implementation of learning. In addition, what obstacles are found when students implement the internalization of character values through science-thematic teaching nuances from class I to class VI SD (Curriculum, 2013). Through this research, the students are expected to be more understanding and able to apply Thematic Thematic teaching appropriately with relevant and interesting theme for the students.

II. METHODOLOGY

The method used in this research is descriptive method with classroom action research to get a description of the facts about the internalization of value in thematic science-thematic learning both from the design of learning and its application in learning, and simultaneously to see the constraints that arise when the internalization do. This research is focused on Class I, II and Class III SD. The selection of this method is based on the opinion that this classroom action research is able to offer new ways and procedures for improving and improving professional teachers in the learning process by looking at the various indicators of process success

and learning outcomes that occur in students (Suyanto, 1997).

III. RESULTS AND DISCUSSION

A. Result

1. Learning Plans

Findings relating to lesson plans that have been undertaken by teachers on the internalization of values in thematic learning are shown in the following tables:

Table I
 Learning Objectives (TP) Determination
 and Companion Impact (Character)

Type analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1). Learning Objectives (TP)	3	-	50	-
2). Companion Impact (Character)	3	-	50	-
Total and Percentage	6	-	100 %	-

From the table above shows, that the accuracy of teachers in the determination of TP and impact accompanist (Character) is right.

Table II
 Selection of Learning Themes

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1). Conformity with student interest	3	-	25	-
2). Conformity with student ability	3	-	25	-
3). Development of student creativity	3	-	25	-
4). Interrelationship between subjects	3	-	25	-
Total and Percentage	12	-	100 %	-

From the table above, shows that the determination of themes by teachers in the design of learning has given a significant picture. In accordance with the interests of students, according to the ability of students, the development of creativity and interrelationships between subjects in the design of thematic learning.

Table III
 Steps of Thematic Learning Activities Scientific
 Nuances

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1). Determination of relevant concepts	3	-	8,57	-
2). Brainstorming on themes	3	-	8,57	-
3). Process skills developed	3	-	8,57	-
4). Define material details	3	-	8,57	-
5). Media determination	3	-	8,57	-
6). Source usage	3	-	8,57	-
7). Interwoven concepts (schema)	3	-	8,57	-
8). Time distribution	2	1	5,71	2,9
9). Organizing learning activities:				
- Varied	3	-	8,57	-
- As per activity	3	-	8,57	-
- In accordance with the place	3	-	8,57	-
- How to set smoothly	3	-	8,57	-
Total and Percentage	35	1	97,1 %	2,9 %

From the data above shows the percentage of accuracy of teachers in compiling a series of learning activities at 97.1%, meaning that the created ranges are correct.

Table IV
Thematic Learning Measures Scientific Nuances

Type of Activities Analyzed	Meeting 1 – 3		Percentage (%)	
	Tepat	Tidak	Tepat	Tidak
<i>Initial activity:</i>				
1). Regards	3	-	12,5	-
2). Pray	3	-	12,5	-
3). Apperception	3	-	12,5	-
4). Info learning objectives	3	-	12,5	-
5). Info activities in learning activities	3	-	12,5	-
6). Core Activity (Illustrated in Lesson Plan)	3	-	12,5	-
7). End activities :				
- Conclusion	3	-	12,5	-
- Follow-up	3	-	12,5	-
Total and Percentage	24	-	100 %	-

From the table above shows the percentage of accuracy of teachers in the dissemination of the implementation of learning activities 100%, it shows that the design of the implementation of activities made by teachers is appropriate.

Table V
Stage of Culmination Activity (Final Stage)

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1). Report	3	-	33,33	-
2). Evaluation:				
- Process	3	-	33,33	-
- Results	3	-	33,33	-
Total and Percentage	9	-	100 %	-

From the table above, that the culmination activity plan designed by the teacher is appropriate because the analysis results show 100%. The average percentage results from Table 1 - 5, on the accuracy of the thematic teaching design that has been made by the teacher can be seen from the results of the analysis table below.

Table VI

Average Percent of Thematic Themed Teaching Design

Type Analyzed	Table	Percentage (%)	
		Appropriate	Not Appropriate
1. Determination of Learning Objectives and Companion Impact	1	100 %	-
2. Selection of themes	2	100 %	-
3. Steps of scientific nuanced activity	3	97,3 %	0,54
4. The series of implementation of learning activities	4	100 %	-
5. Phase of culmination activity	5	100 %	-
Total and Average Percentage	-	$\frac{497,3}{5} = 99,46$	0,54

From the above average, it turns out that the average accuracy is greater than the average inaccuracy of $99.46 > 0.54\%$. This proves that the design of thematic learning "webbed" made by the teacher is appropriate in accordance with the demands of meaningful learning, both from the aspects of cognitive, affective, psychomotor and seen from other aspects.

2. Implementation of Learning

For more details look in some of my own tables:

Table VII
Learning Objectives Application Appropriateness and Companion Impact (Character)

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1) Application of Learning Objectives	3	-	50	-
2) Companion Impact (Character)	3	-	50	-
Total and Percentage	6	-	100 %	-

From the table above shows that the accuracy of teachers in applying TP and impact accompanist (Character) is right.

Table VIII
Selection of Learning Themes

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1). Compliance with students	3	-	27,27	-
2). Conformity with student ability	3	-	27,27	-
3). Creativity development	3	-	27,27	-
4). Linkages between fields of study	2	1	18,18	9,09
Total and Percentage	11	1	90,91	9,09

From the table above, indicating that the theme set by the teacher, the percentage of accuracy is greater than the percentage of inaccuracy ($90.91\% > 9.09\%$).

Table IX
Steps of Thematic Learning Activities

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1). Determination of relevant concepts	3	-	9,37	-
2). Brainstorming on themes	3	-	9,37	-
3). Process skills developed	3	-	9,37	-
4). Define material details	3	-	9,37	-
5). Media determination	3	-	9,37	-
6). Source usage	3	-	9,37	-
6). Interwoven concepts (schema)	3	-	9,37	-
7). Time distribution	2	1	6,25	3,12
8). Organizing learning activities:				
- Varied	3	-	9,37	-
- As per activity	3	-	9,37	-
- In accordance with the place	3	-	9,37	-
- How to set smoothly	3	-	9,37	-
Total and Percentage	32	1	96,82	3,12

From the data above shows that the percentage of teachers accuracy in implementing the steps of learning activities at 96.82%, meaning that the various activities undertaken by the teacher are appropriate.

Table X
Steps for Implementing Thematic Learning

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
Initial Activity:				
1). Regards	3	-	13,04	-
2). Pray	3	-	13,04	-
3). Apperception	3	-	13,04	-
4). Learning Objectives Information	3	-	13,04	-
5). Activity information in Learning activities	3	-	13,04	-
6). Core Activity	3	-	13,04	-
7). End activities :				
- Conclusion	2	1	8,69	4,35
- Follow-up	3	-	13,04	-
Total and Percentage	23	1	95,65	4,35

From the data above shows that the steps of implementation of learning conducted by the teacher are quite appropriate because the percentage of accuracy 95.65% > 4.35% (inaccuracy).

Table XI
Stage of Culmination Activity

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1). Report	3	-	33,33	-
2). Evaluation:				
- Process	3	-	33,33	-
- Results	3	-	33,33	-
Total and Percentage	9	-	100 %	-

From the table above, that the culmination activities undertaken by teachers in learning have been done well, this is evident from the percentage of accuracy showed 100%.

The average percentage results from Table VII-Table XI, on the accuracy of the implementation of thematic learning conducted by teachers, can be seen from the table below.

Table XII

Average Percentage of Implementation of Thematic Learning

Type Analyzed	Table	Percentage (%)	
		Appropriate	Not Appropriate
1. Determination of learning objectives and Impact accompanist	1	100	-
2. Selection of themes	2	100	-
3. Steps of learning activities	3	97,1	2,9
4. The series of implementation of learning activities	4	100	-
5. Phase of culmination activity	5	100	-
Total and Average Percentage	-	$\frac{497,1}{5} = 99,42$	0,58

From the above average, the average accuracy shows 99.42% in other words that the thematic learning applied by the teachers in the elementary school can run well according to the learning plan created by the teacher and can give meaningfulness to the students' learning, both from aspects of cognitive, affective, psychomotor as well as from various other aspects.

3. Student Situation During Learning

In relation to scientific activities, the findings are exposed in the following tables:

Table XIII
Student Activity While on Thematic Learning

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Yes	No	Yes	No
1) Exploring phenomena	3	-	16,66	-
2) Carry out the tasks assigned by the teacher	3	-	16,66	-
3) Group work / Discussion	3	-	16,66	-
4) Perform process skills	3	-	16,66	-
5) Asking question	2	1	11,11	5,56
6) Express opinions	1	2	5,56	11,11
7) Responding to group findings	3	-	16,66	-
Total and Percentage	18	3	83,33	16,67

From the table above, it turns out the percentage of student activeness in learning is quite high, although there are obstacles to the emergence of other activities, which also determine the success of students in learning but ultimately can be raised so that the atmosphere of learning more to life and conducive.

Table XIV
Student Creativity in Learning

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Yes	No	Yes	No
1) Bring out ideas by students	3	-	50	-
2) Student answers to the questions on students' worksheet	3	-	50	-
Total and Percentage	6	-	100 %	-

From the data above shows that students who follow thematic learning, not only active but creative, this is seen from the percentage of 100%.

Table XV

Student Enthusiasm in Learning

Type Analyzed	Meeting 1 – 3		Percentage (%)	
	Yes	No	Yes	No
1) The attitude of the students when will do activities	3	-	33,33	-
2) The attitude of students in every activity of learning activities.	3	-	33,33	-
3) Students' attitudes in each report integrated learning outcomes.	3	-	33,33	-
Total and Percentage	9	-	100 %	-

From the table above, shows that the students' enthusiasm in following the integrated learning is very enthusiastic, this is evidenced by the percentage of his enthusiasm 100%.

Table XVI
Average Percentage of Student State in Integrated Thematic Learning

Type Analyzed	Table	Percentage (%)	
		Appropriate	Not Appropriate
1. Students activity during learning	13	91,43 %	8,57 %
2. Students creativity during learning	14	100 %	-
3. Students enthusiasm during learning	15	100 %	-
Total and Average Percentage	-	$\frac{291,43}{3} = 97,14$	2,86

From the above average results, it can be seen that the state of the students when they attend the thematic lesson applied by the teachers in the school can run well according to the learning plan created by the teacher, and can give meaningfulness to the students' learning both from cognitive, affective, psychomotor aspect from various other aspects.

The various obstacles found in this study is that in the case of making the design takes a lot of time, the linkage between the concept of one with another is not clear. Thematic KTSP themes and sub-themes are determined by the teachers themselves, requiring teacher carefulness, being thematic The theme curriculum 2013 and sub are available in teacher books, but sometimes themes and sub-themes are imposed. Similarly, in learning, the distribution of time between the concepts with each other is not balanced, consequently, the expected alignment is not achieved even returns like teaching a subject.

All these obstacles can eventually be gradually overcome by the teacher through a classroom action research that is carried out in cycles. From here the teacher gets comparison view each other from cycle to cycle other. Teachers are inspired by how to cope well and on target so that the desired expectations for learning can be achieved with the maximum according to the problems raised in this study.

B. Discussion

Based on the findings of the preceding need to be continued with the discussion, both related to the design of learning and in matters relating to the application as follows:

1. Learning Plans

To facilitate the findings of previous findings, from planning value internalization in learning to application in learning requires a table as shown below:

Table XVII
Recapitulation Percentage of Thematic Learning Design

Type analyzed	Table	Percentage (%)	
		Appropriate	Not Appropriate
1. Determination of learning objectives and Impact accompanist (character)	1	100 %	-
2. Selection of theme / Sub. Theme	2	100 %	-
3. The steps of scientific activity	3	97,3 %	0,54
4. The series of implementation of learning activities	4	100 %	-
5. Phase of culmination activity (final activity)	5		
Total and Average Percentage	-	$\frac{497,3}{5} = 99,46$	0,54

From the data above, it turns out that the average accuracy is greater than the mean of inaccuracy that is $99.46\% > 0.54\%$. This proves that the design of thematic learning "webbed" made by the teacher is appropriate in accordance with the demands of meaningful learning, both from cognitive, affective, psychomotor aspects and seen from other aspects such as, discipline, diligent, meticulous, sensitive, enthusiastic, independent, responsibility responsible, democratic, and always grateful for every gift it gained or earned. Thus it is clear that the design of thematic learning is scientifically based on the facts seen in the table above (Table 5.17) students (teachers) can make it well, from the formulation of goals, internalization of value (character) through insertion on the design of 100% indicated activities, theme, and sub-theme determination, 100% Similarly, other activities are interrelated and practical, from initial activities, core activities or end activities, (scientific) still there are obstacles.

The teacher thought that the scientific activity should be applied at once: observing, asking, reasoning, practice, trying or cultivating, and communication. It should not be so, the scientific activities used are only relevant activities, and in accordance with the learning objectives. As a result, teachers hesitate in determining the right activities used in learning. But even so, teachers at a time that cannot understand it, in the future teachers must be professional. Average percentage of accuracy is 99.46% with power appeal of inaccuracy of 0.54%, meaning the effort of students or teachers in making a scientific design nuanced about the internalization of values on individual elementary students, especially low grade (class I, II, & class III) has given a picture that PGSD FKIP Untan students have the ability and skill in preparing the thematic teaching design as a professional teacher candidate.

Determination of TP (Learning Objectives) and determination of impact accompanist (character) initially teachers experience difficulty, but through this action, research difficulties can be solved by teachers directly, the TP and the impact of accompanist characterized the integration of the concepts with each other interrelated within one subject to the central theme of learning. Students applying the KTSP-themed Thematic Learning, theme and sub-theme are determined by the teacher himself. While Thematic lesson of the 2013 Curriculum version, theme and sub-theme is available in Master's Book from low to high class, wherein the making the theme is based on the requirement, that is simple, interesting, concrete, all material from several KD, and corresponds to the level ability and grade of students in learning.

Step by step series of activities planned by teachers in the learning plan is appropriate, except the distribution of time in the stages of learning implementation, there are still obstacles for teachers, because it is still predictive, not in the actual stage of implementation. Distribution of time in the design is an illustration of the use of time when the implementation of thematic learning is appropriate, therefore it is necessary to estimate the exact timing, from the initial activity plan, the core activities to the final learning activities so that the time can be used effectively according to the lesson plan. But in general, the plan of the steps of learning activities designed by teachers already meet expectations.

The culmination activity is the final activity stage of learning. This activity is the culmination of a lot of thematic learning activities. This stage includes reporting by students and speakers and is followed by evaluation and other activities. All these plans have been properly articulated by the teacher in the lesson plan, as evidenced by the data analysis with 100% percentage.

2. Implementation of Learning

TP (Learning Objectives) which has been established by the teacher in the design of learning is a picture of the real to be addressed or to be achieved so that the various activities are focused on the TP. The teacher's efforts to achieve that goal have been accomplished correctly. While the impact of accompanist (character) is expected at the time of implementation of learning can be done by the teacher well, even though there are difficulties for teachers applying internalization, but for teachers it is interesting, teachers should be able to apply the internalization of value in learning, any material, either in the initial activity, the core activities, or the final activity is always attended or loaded with laudable values. Therefore, the core message of the Curriculum 2013, between attitude, skills, and knowledge (attitude, skilling, and knowledge), must be conveyed in an integrated way from class I to

grade VI of elementary school. Similarly, in junior, senior high school, and even to universities.

In relation to the findings of the implementation of Thematic thematic learning which contains the divine values (the commendable values), which can color the students' behavior into the behavior of the noble morality, in the implementation of the learning can be done PGSD student FKIP Untan well, the indication is seen from the average, average percentage learning activities that have been done as follows:

Table XVIII
 Recapitulation of Percentage of Integrated Thematic Learning Activities

Type Analyzed	Table	Percentage (%)	
		Appropriate	Not Appropriate
1. Determination of learning objectives and Impact accompanist	1	100	-
2. Selection of themes	2	100	-
3. The steps of scientific activity	3	97,1	2,9
4. The series of implementation of learning activities	4	100	-
5. Phase of culmination activity	5	100	-
Total and Average Percentage	-	$\frac{497,1}{5} = 99,42$	0,58

From the above data, it turns out the average of the percentage of accuracy of learning shows $99.42\% > 0.58\%$, meaning that thematic learning applied by teachers to elementary students can provide meaningfulness for students in learning. Students can understand the concept, can practice, can be creative and high self-reliance and can actualize themselves towards the better behavior, both from cognitive, affective, psychomotor aspect and from another aspect. The value internalization of teachers in thematic, scientific-thematic learning can be done by teachers well, interesting, innovative, creative and fun. From the description contained in the above table, it's just the application of scientific activities teachers are still difficulties, clearly visible from the percentage of accuracy of 97.1%. Even though the indicator has not reached 100%, but still above 60%, it means still very good.

This happens, because the teacher has not gained much experience. On this basis, researchers assume that teachers in the future when teaching with the same pattern, will certainly get optimal learning outcomes. Therefore, with this research, students get a lot of experience especially related to the internalization of value in thematic learning. With thematic scientifically thematic learning or internalization of values in individual students is the most telling strategy. With thematic learning, making students more active, creative, innovative and fun what else is supported by the right scientific activities.

Scientific activities that, among others, observation, questioning, reasoning, trying or practice, and communication. When developed

properly in learning, students' learning atmosphere becomes more lively, dynamic and conducive to more meaningful learning. In the learning, all the concepts discussed include various attitudes and skills are always interconnected to an agreed central theme that encourages students to perform activities and activities related to the development of themes.

All activities run smoothly, starting from the initial activity, the core activities and the final activity can be implemented by the teacher appropriately, dulled in terms of making conclusions by students directed by the teacher is still experiencing difficulties, but in the end, can be improved by the teacher at the learning meeting stage next. In integrated learning, including thematic learning "webbing", the application, in general, there are three stages, namely the stage of planning, implementation stage, and culmination stage (final stage). The stages of the culmination include student reporting as a result of their learning creativity and followed up by the teacher by discussion, through questions, class discussions and teacher explanations, followed by process evaluation, and evaluation of outcomes.

Various methods and other methods developed by the teacher so that students are more motivated and preoccupation in learning. Students are enthusiastic and, and actively follow the learning process. Students ask each other questions and discussions, solve problems, and carry out the task given so that they are creative and happy to do it without feeling burdened at all from the beginning until the end of learning. Here students are given the freedom to express opinions, ask questions and comment on any opinions of others.

The atmosphere is lively and fun, students are tireless and do not feel pressured over every task given by the teacher. If the teacher is not responsive and creative can lead to uncontrolled classes and always lack time. But the teacher is always reflective, any problems that arise will always be resolved properly so that the atmosphere of learning in the classroom is still going well. The state of the student is controlled by the teacher at any time, and any assigned tasks of the group will be reported and discussed together to get the perfection of the work they are given. This fact is visible at the time of the thematic lesson. Indeed at first, the students are rather passive, less daring to ask let alone express opinions, however, in the end, students become more enthusiastic in learning. This condition encourages students to do the best, obedient, respectful, independent, creative and achievement in various things.

The density of teachers applying the internalization of values in thematic learning through the application of an indicated scientific approach to the improvement of student activity, creativity, and

enthusiasm during learning, is shown in the data in the following table:

Table XIX
Recapitulation of Percentage of Student State in
Integrated Thematic Learning

Type Analyzed	Table	Percentage (%)	
		Appropriate	Not Appropriate
1. Student activity during learning	13	91,43 %	8,57 %
2. Student creativity during learning	14	100 %	-
3. Student enthusiasm during learning	15	100 %	-
Total and Average Percentage		$\frac{291,43}{3} = 97,14$	2,86

The above data shows the state of the students following the thematic lesson that the learning design that has been made by the teacher and continued with the application in the learning, it can give meaningfulness to the students' learning, both from cognitive aspect, affective, psychomotor and from various other aspects. In other words, that through the development of a scientific approach in thematic learning, the internalization of values in the learning can be done by the teacher well although not maximized, the results of this study can be used as the basis of referral development internalization in the next learning.

IV. CONCLUSIONS

Based on background, problems, findings, and discussion on "Value Internalization in Thematic Learning of Scientific Nuances by Students of Primary School Teacher Education of Faculty of Teacher Training and Education Universitas Tanjungpura Pontianak can be summarized as follows:

- a. The design of internalization of character values in thematic science-thematic learning by Primary School Teacher Education students of Faculty of Teacher Training and Education in Universitas Tanjungpura Pontianak can be done by students appropriately, the indication is shown the percentage of accuracy of $99.46\% > 0.54$ (inaccuracy), meaning that students are able to make the design well:
 1. Preparation of design pattern consisting of the planning stage, implementation stage, and culmination stage; consists of initial activities, core activities, and end activities;
 2. Analysis of the interrelationships of concepts from several Subject Competencies that depart from the central theme;
 3. The determination of themes and sub-themes related to the concepts of some subjects;
 4. Selection of indicators and the formulation of objectives of learning appropriately;

5. Determination of scientific activities appropriate to the learning objectives;
 6. The accuracy of value internalization with learning activities from initial activities, core to final activities;
 7. Determination of process evaluation, evaluation of results, including evaluation related to attitudes, activities, and behavior of students during the course of learning.
- b. The appropriateness of the application of the internalization of the value of characters in the thematic science-thematic learning by the students of Primary School Teacher Education of Faculty of Teacher Training and Education in Universitas Tanjungpura Pontianak Pontianak can be done by students well, the indication is shown the accuracy of its implementation with the percentage of 99.42% > 0.58% (inaccuracy). The accuracy of this application has a positive impact on the increased activity, creativity, and enthusiasm of students in learning with an average percentage of 97.14%. In other words, the more precise the application of young learning done by the teacher, the increased activity, creativity and enthusiasm of students in learning. Psychologically the internalization of values in individual students has begun to personalize each student toward the formation of positive behavior, which is the first step in the formation of noble character. This attitude poses a positive psychological impact on the increase of activity, creativity, intellectuality, self-confidence, independence, discipline, responsibility, and always echoes gratitude to Allah SWT for every grace he gives.
- c. The constraints found in this study are:
1. When designing the lesson such as limited time in designing, determining the right theme for the KTSP thematic to be created by the teachers themselves, the theme of the 2013 Curriculum theme is available in the teacher's book, but forced partially unnatural, time distribution in uneven learning on each sub-theme.
 2. When learning takes place sometimes teachers focus on only one subject; less mastering related materials in learning, word to connect between concepts with each other.

However, all these obstacles, in the end, can be gradually overcome the teacher well, Karen teachers get experience from cycle to cycle after the reflection with the teacher collaborator, where is complete which not yet. In other words, every constraint must have a solution, which is important their desire for good quality in making the design or in the application of learning.

REFERENCES

- Aswin, H.F. 1996. *Psikologi Perkembangan Anak*. Jakarta: Depdikbud.
- Asy'ari, M. 1997. *Pembelajaran Terpadu Antar Bidang Studi Sebagai Variasi Pengajaran di SD dengan Tema Sentral Bidang IPA*. (Tesis). Bandung: PPS UPI Bandung.
- Depdikbud. 1995. *Kurikulum Pendidikan Dasar/ GBPP, Kelas V Sekolah Dasar Tahun 1994*. Jakarta: Dirjen DIKTI.
- Ertikanto, C. 1998. *Pembelajaran Terpadu Model Integrated* (Makalah). Bandung: PPS UPI Bandung.
- Fogarty, R. 1991. *How To Integrated The Curriculum*. Skylight Publishing, Inc. Palatine, Illinois.
- Hopkins, D. 1999. *A Teacher's Guide to Classroom Research*. Second Edition Buckingham, Philadelphia: Open University Press.
- Gazali, I. 2007. *Ihya Ulumiddin/ Terjemahan Oleh Yakub, Ismail*. Cetakan keenam. Jilid I. Singapura: Pustaka Nasional PTEKTD>
- Joni, T.R. 1997. *Pembelajaran Terpadu*. Naskah untuk Pelatihan Guru Pamong SD, BP3GSD, DIKTI di Yogyakarta, Tanggal 4-16 Agustus 1997
- Kartadinata, S dan Dantes. 1997. *Landasan-Landasan Pendidikan Sekolah Dasar*. Jakarta: Depdikbud.
- Kosasih, A. Djahiri. 1996. *Strategi Pengajaran Afektif Nilai Moral VCT dan Games dalam VCT*. Bandung: UPI
- Muhadjir, N. 1996. *Pedoman Pelaksanaan Penelitian Pendidikan Kelas, Bagian Keempat: Analisis dan Refleksi*. Yogyakarta: Dirjen DIKTI.
- Peter, T. Schubeck, K, and Hopkins. 1995. *A Thematic Approach: Theory and Practice at the Aleknagik School*. Phi Delta Kappan. 76 (8). 633-636.
- Qur'an* Terjemahan Departemen Agama Republik Indonesia.
- Sauri. 2008. *Hasil Rangkuman Matrikulasi Tentang Implikasi Nilai Pada Seorang Individu Tahun 2008 Program Doktor PU/Nilai*. Bandung: UPI
- Srini., M.I. 1997. *Pendidikan Ilmu Pengetahuan Alam*. Jakarta. BP3 GSD: Direktorat Jendral Pendidikan Tinggi (DIKTI).
- Suyanto. 1997. *Pedoman Penelitian Tindakan Kelas*. Bagian Kesatu Yogyakarta: Direktorat Jendral Pendidikan Tinggi (DIKTI).
- Tahmid. 2013. *Internalisasi Nilai-Nilai Kemandirian Siswa Dalam Pembelajaran IPA di SD* (Disertasi). Bandung: UPI.
- 2011. *Ketenangan Hati Dari Sudut Pandang Tauhid Menjadi Kunci Sukses Siswa Dalam*

Belajar. Jurnal Edisi April 2011. Pontianak:
FKIP Untan.

Tim Pengembang PGSD. 1997. *Pembelajaran Terpadu D-II PGSD dan S 2 Pendidikan Dasar*. Jakarta: Direktorat Jendral Pendidikan Tinggi (DIKTI).

Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sisdiknas. (Online): www.hukumonline.com.

Wiranata, U.S. 2010. *Implementasi Kebijakan Nasional Tentang Pembangunan Karakter Bangsa*. (Online): www.hukumonline.com.